

# Michigan Department of Education Strategic Plan



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GOVERNOR



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

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Greetings.

Collectively, the Michigan Department of Education and many stakeholders have worked together in the last year to shape the foundation for Michigan becoming a Top 10 educational state in 10 Years. This foundation, in support of learning and learners, demands significant changes to our current education system.

Since the State Board of Education approved the Goals and Strategies initially developed out of stakeholder input, the MDE, along with continued input from a variety of representatives from key educational roles in our state, has worked to make the plan actionable by synthesizing the seven goals and 44 strategies into four "Focus Areas", including:

- Learner-Centered Supports
- Effective Education Workforce
- Strategic Partnerships
- Systemic Infrastructure

While each Focus Area has an identified emphasis, it is the interaction between and amongst the four Focus Areas that will help achieve the systemic change we are seeking. With that interaction comes complexity. This change will require time, thoughtfulness, and a commitment to partner by all. This document is our strategy plan to become a top educational state. As the work to design and implement components of these focus areas evolves, this plan is intended to be a living document, with improvements informed through a continuous feedback mechanism.

The next steps will be to convene teams, representing diverse perspectives internal and external to the MDE, to put components of the plan into action. We appreciate your dedication and commitment and look forward to working together to put Michigan on the road to be a premier education state. No matter where students live, they should have access to the same high-quality educational opportunities as any other student in Michigan. Likewise, teachers across the state should have equitable opportunities to learn and excel in their profession no matter where they live and teach.

Brian Whiston  
State Superintendent

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## Michigan's Vision

Every learner in Michigan's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.

## Michigan's Mission



## Values/Guiding Principles

For Michigan to be a Top 10 in 10 years with respect to educational performance and outcomes.

- Michigan must develop a *coherent* and *cohesive* strategy for the children, and implement that plan with continuity for multiple years. Education reform takes time; we must implement, use evidence and data to correct course, and continue with progress on key goals.
- A "Can-Do Culture" that focuses on student-directed learning and student outcomes, and the work on instruction must take priority.
- Data and accountability must be used to help drive resources and focus improvement activities for students and educators. Attention will be on transparency in support of key goals for the entire system to make Michigan a Top 10 state for education.
- Poverty matters, not to be used as an excuse, but as a purpose to design a Michigan system of education that motivates and excites all children about learning, keeps them in school, and provides them with hope and knowledge for a successful future. Michigan must design its supports and systems in a way that recognizes and appropriately addresses the needs of students in poverty.

## Plan Development / Approaches to the Work

In the past year, the Michigan Department of Education (MDE), the State Board of Education, students, parents, educators, administrators, local districts, intermediate school districts, and other education stakeholders worked on creating a set of goals and strategies to make Michigan a Top 10 education state in the next 10 years. The purpose of this work was to design an educational system that engages our children (prenatal through post-secondary) in a meaningful way by finding, through research and evidence-based approaches, what works best and implementing a plan consistently over time.



This strategic plan serves all those education stakeholders listed above as a conceptual action plan for Michigan as we work to become a Top 10 education state in 10 years. That stakeholder input, along with additional feedback provided during the interim, strongly recommended that MDE not focus on new programs, policies, or

methods similar to work in the past, but rather, provide an improved overall method of support that extends beyond compliance and monitoring. MDE needs to think systemically and target its efforts where need is the greatest, while celebrating and sharing the success of those not requiring assistance.

This plan represents the next “phase” of development and implementation of the plan to become a Top 10 state from an educational perspective. Initial feedback from thousands of suggestions and responses was first crafted into a set of goals and strategies after considerable stakeholder input.. While that is helpful, it does not address the limited capacity and resources that are the context for this work. Likewise, moving on each strategy individually would replicate the problem identified by so many in our state’s education system; that we often end up with “silos” of programs that do not form a coherent system. So this, the next phase of the process, is an attempt to provide coherence to the strategies and goals in a manner that starts to identify the details required of all of the stakeholders in our education system.

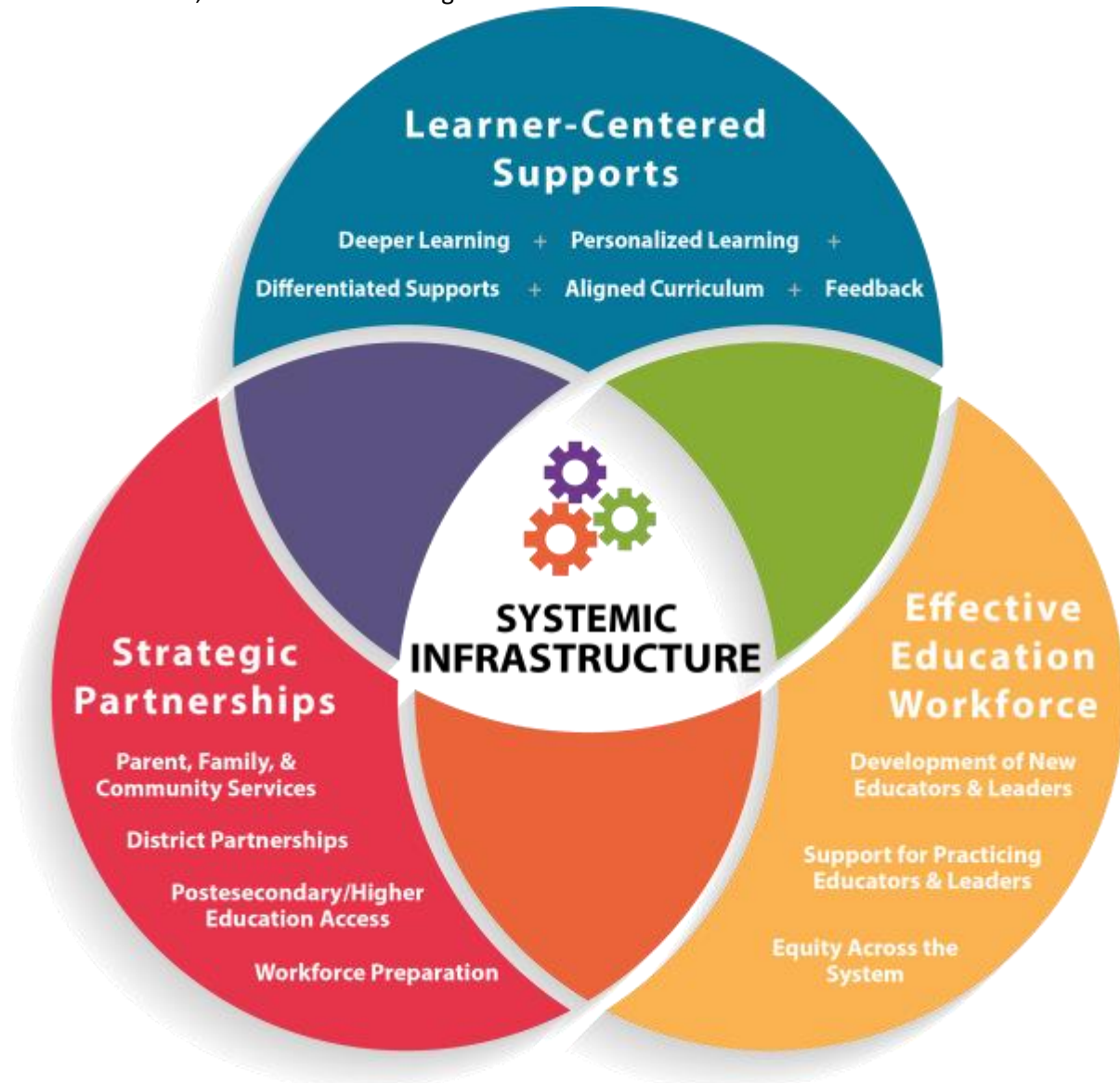
This strategy plan represents a broad conceptual view of the various focus areas and partners in our state that will need to be addressed to make Michigan a top educational state, and to achieve the desired outcomes for all of our students. To get to this point, considerable analysis and review of information was done by a smaller stakeholder group that included representation from a number of partners. This review considered connections between strategies, access to resources to support strategies, alignment and connection of strategies to broader policy efforts, including the statewide plan for the Every Student Succeeds Act (ESSA) and other federal policy, and state laws. While some of this is reflected in the design around the focus areas of the plan, there were some recurring concepts that need to be stressed:

- Michigan can no longer think of the education system as being K-12 schools. Education starts at birth, and extends beyond the secondary schools into college, career, graduate education, and beyond. Michigan’s education system is a “birth to career” system (often called P-20 system to represent the Pre-kindergarten and post-secondary arenas), and our plans moving forward need to reflect this.
- It is impossible to represent every category of stakeholder that can have influence on these focus areas or strategies. For that purpose, educators within our schools and childcare centers are all grouped together (in the category “districts and schools”) in identifying roles that organizations can play. We recognize the variety of roles these individuals may have, either as classroom educators, leaders, administrators, paraprofessionals, etc within a building, district, or other organization structure, and assume they will work together within their organizations to address the needs and actions identified.
- There is little that is “new” in this document, as most of the concepts have been introduced in a variety of ideas and programs before. What is new, and different about this plan, is the approach the various partners in our state’s education infrastructure take to ensure implementation to reach desired outcomes. This includes a significantly new role for the Michigan Department of Education as a facilitator and coordinator of efforts. Policies focusing on program compliance alone will not move our state forward.

This plan, and the more detailed implementation plans for specific initiatives which will follow, are living plans and documents. Plans must have the flexibility to be adapted and modified as contexts and conditions change. The goals will still be the same, but if the implementation efforts are not responsive to needs or challenges, we as a state will never accomplish our goals and vision.

## Focus Areas

In an effort to strategically plan the work with this new approach, MDE transferred the seven goals and 44 strategies into four main Focus Areas, as illustrated in the figure below.



The focus areas, in simple terms are:

- **Learner-Centered Supports.** These supports include a variety of strategies, integrated into five main components that will specifically support the student, or learner – the primary point of focus for Michigan’s entire education system.
- **Effective Education Workforce.** Michigan recognizes that the primary support for student learning is the educator, and that we cannot build a quality education system without having an effective education workforce that is well prepared and supported.
- **Strategic Partnerships.** Michigan’s educational infrastructure is not relegated just to schools and teachers, but rather, includes a variety of stakeholders that will need to collaborate to support our children. In order to succeed as a state, we need all of these partners to work together to accomplish our goals and vision.
- **Systemic Infrastructure.** All systems need an infrastructure in order to run. Stakeholders have spoken, identifying weaknesses in our infrastructure from the building and classroom level up to the state education agency. The infrastructure is also the structure that is necessary to support any of the three focus areas, and the individuals and organizations addressed by each.

Each of these focus areas has specific qualities and components that need to be addressed. This document identifies each of the core components the four focus areas that will become the priorities for our state moving forward, and roles

and responsibilities to implement these components throughout the system. Each of these components will be developed out more fully moving forward with this plan, with definitions, implementation plans, and actions identified through a process of collaborative construction of the plan with representative stakeholders, so that all understand the work, and all identify actions that they will implement to support the endeavor.

While each of the focus areas within this framework is critical on its own, it is important to recognize that most successful interventions require interaction among all four focus areas to achieve the desired outcomes. For instance, for an intervention centered on personalized learning to be successful, it not only needs the learner-centered supports that are designed specifically to support personalized learning, but it also needs effective educators that can support that approach to learning, partnerships with external individuals and organizations to enable personalized learning opportunities for students, and a systemic infrastructure that can process and document the learning efforts for students and schools in order to truly be effective and achieve the desired outcomes for learners. For this reason, the framework is not meant to be a “roadmap” for how to do the work, but rather, a conceptual framework that can help organize the many strategies into a coherent structure that is easily understood by all stakeholders in our education system.

### **Implementation Science**

In addition, the strategic plan provides direction to MDE, teachers, school leaders, and our external partners on the phases of the action steps beginning now in late 2016. While roles and potential action steps are listed, they are not exhaustive. As we enter each new phase and develop and implement specific action plans for any of the components or initiatives identified, partners will play a variety of roles in implementation as the work evolves and shifts in ways to better support children.

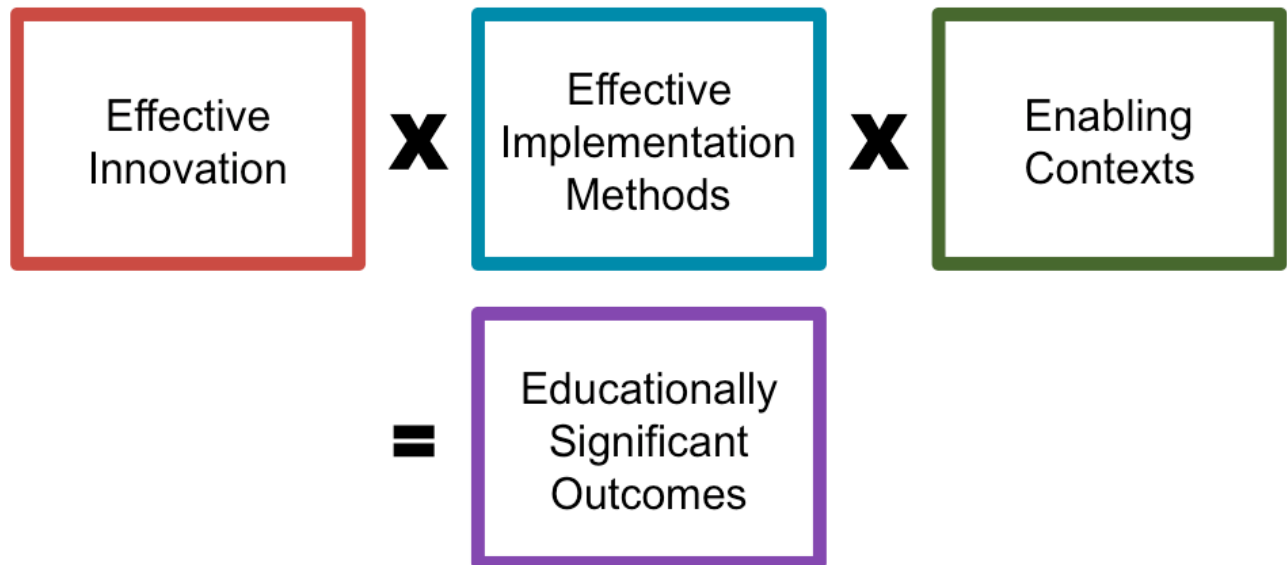
This plan was developed with an underlying focus on a relatively new concept to education: implementation science. The underlying premise of this field is that there is known information about how organizations and government agencies implement major initiatives, and that there is learned information from the study of these efforts that can be applied to better support the full implementation of an initiative or project. Implementation science focuses on the use of targeted strategies that support an initiative from initial concept to full implementation with fidelity of design. An identified issue with respect to many of the efforts that have taken place in Michigan, whether at a local school or statewide, is that the efforts are often not carried out fully – that they stop or get reduced in scale at the first sign of obstruction. This is especially true of educational reforms, where various hurdles to implementation become the points at which the reform is abandoned in favor of existing practice, or status quo. Michigan recognizes that, to become a Top 10 education state, we need to ensure that well designed programs and initiatives are implemented to fidelity.

### **Formula for Success**

As stated earlier, Michigan’s success in becoming a Top 10 education state is not going to be the result of a new program or some particular investment on the part of the state. Success is dependent upon changing the way in which innovations are implemented, which is a major reason Michigan is not as focused on creating new innovations to support learning, as on ensuring these innovations are established in the appropriate context and implemented to fidelity. This approach, identified as our “Formula for Success,” illustrates that positive results for learners are dependent on three critical factors:

- The evidence-base for the practice being implemented,
- The way practices are being put in place, and
- The hospitable educational environments where these practices are being adopted and sustained.

Of critical importance is that the Formula for Success, developed by the National Implementation Research Network, is effectively depicted as a multiplication problem. If any component is relatively small, then the intended outcomes will likely not be achieved, sustained, or used on a socially significant scale. And, even if the innovation and implementation methods are relatively strong, but have not been situated in a context that enables growth and sustainability, the likely outcomes are going to be small, approaching zero. In order for our state to achieve significant outcomes for our learners, we must attend to each component in the equation, so that one area alone does not impede positive outcomes from being achieved and/or sustained.



#### National Implementation Research Network

The Michigan Department of Education will work with all relevant stakeholders to ensure that these three components of the equation are in place to ensure that our learners achieve educationally significant outcomes. This approach may take multiple forms, including a focused use of the continuous learning cycle, a four step process used within schools and districts to review decisions made and find ways to use ongoing outcomes to improve upon the broader practice. Another, more focused, approach to ensuring the formula for success works is the use of a “transformation zone” for the implementation of a major initiative or strategy. This process involves selective early implementation in a very targeted and deliberate manner that builds capacity around a specific initiative and the relevant implementation strategies to bring the strategy to fruition. Each of the broader initiatives that are implemented will identify an implementation structure that incorporates aspects of these approaches, focusing on learning from implementation and modifying plans where relevant to ensure barriers are overcome to achieve success.



## How to Read the Plan

Define the various levels from the “Actions by Role” section

This strategic plan for making Michigan a Top 10 education state is organized by focus area, with a section devoted to each of the four core focus areas identified in the previous section. Each of these focus areas has a set of components that comprise the broader focus area, and ones in which there will need to be a more detailed and focused plan to implement to move forward. Each of these components is identified, and a list of aligned strategies from the February 2016 list of Goals and Strategies for the Top 10 in 10 efforts are provided. Finally, a list of key stakeholders specific to that component are provided, along with the specific roles or functions that the stakeholder group can take action on to implement the broader goal. These are not definitive, but are meant to engage stakeholders in an individual or organizational reflection to see how they are supporting the component.

The components of each of the focus areas are broad and general in nature at this time. This is to recognize that there are varying perspectives on each of these areas from different stakeholders. It will be crucial as we move forward to implement specific plans for each of these components that the component is defined, that the individual actions and timelines specific to the component are identified, and that each such effort will identify specific metrics for benchmarking and goal-setting within a focused plan. For this reason, any such details are not included in this document.

The stakeholder groups identified below are used in the analysis of each focus area component. Rather than repeating core functions of that group, the following list identifies key roles and responsibilities of the organization or stakeholder group to Michigan’s education infrastructure. Specific actions targeting the focus area components are provided in each section. More detailed descriptions of these focus area components and the roles of each stakeholder group will be incorporated in the detailed strategic plans for any given initiative generated as a part of the Top 10 in 10 efforts.

## In order to make Michigan a Top 10 state in educational performance and outcomes:

**The Michigan Department of Education (MDE) will:**

- Identify research and materials, including a menu of evidence-based strategies, tools and educator competencies specific to the strategy or initiative being addressed.
- Implement educational policy based on state and federal legislation, including provision of funding supports and program requirements. MDE acts to align these policies with the adopted educational goals and strategies from the Michigan State Board of Education and the focus area components of the Top 10 strategy plan.
- Seeks innovative practices that have potential to achieve desired outcomes aligned with the focus areas of the Top 10 strategy plan.
- Coordinates and supports the co-construction of policies, guidelines, programs, and systems to support the focus areas of the Top 10 strategy plan.

**Intermediate school districts** can contribute by

- Providing high-quality professional learning opportunities to local districts
- Providing a broad set of support services that not only address the specific component or initiative, but also provide coherence in implementation with other initiatives
- Facilitating and supporting the implementation of innovations, as well as the evaluation and review of the innovations with respect to desired outcomes.

**Districts and schools** can contribute by

- Providing direct support to students and educators to address the needs of the whole child, and to specifically improve student achievement
- Implement evidence-based practices
- Collaborating with ISDs and other educational partners to align supports, professional learning, systems, and communication around the various initiatives

**School boards** can contribute by

- Supporting written policy and provide resources aligned with evidence-based practices
- Let superintendent take the lead
- Be ambassadors for the needs of all learners in the district

**Parents & families** can contribute by

- Providing ongoing care and support for learners
- Advocating for their child's needs
- Engaging with other stakeholders, and specifically districts and schools, as learners about the efforts that are being used to support student learning
- Co-developing and supporting children's learning goals with their children, as well as with educators in their districts and schools

**Professional organizations** can contribute by

- Supporting the common vision, both in voice and in action, with their constituent groups, and, where relevant, challenging actions that do not seem to support the vision
- Collaborating with the MDE and educational partners to ensure alignment and cohesion of the initiatives, and by removing potential barriers to implementation for their constituents
- Providing content-specific support to educators in alignment with and support of the MDE vision, mission, and initiative specific goals.

**Teacher federations** can contribute by

- Supporting the quality of work and workplace for educators to address the needs of learners
- Promoting educators to improve the professional perception of educators and public education
- Identifying solutions to challenges of implementation that specifically affect educator workplace and environment issues.

**Institutions of higher education** can contribute by

- Working collaboratively with educational partners on a variety of efforts to better support the transitions to higher education, and to apply research on learning to practitioners
- Routinely reviewing and updating educator preparation programs to address core competencies and knowledge around various initiatives
- Participating in strategic research efforts with the Michigan Department of Education

**Educator preparation** Institutions can contribute by

- Providing ongoing support of learning and practice for graduates in the teaching profession
- Partnering with the MDE to develop pre-service and in-service professional learning programs to develop competencies and skills for educators

**Community & public** agencies can contribute by

- Reaching out to districts and schools to explore and implement partnership opportunities that support initiative specifics and relevant activities that are aligned with identified focus area components
- Identifying opportunities to support and advocate parent and family engagement efforts with districts and schools, and with other education stakeholders

**Businesses** can contribute by

- Offering partnership, internships, and opportunities that support the broader learning initiatives for learners and educators
- Contributing resources, expertise, commitment of support, and opportunity around targeted initiatives

**Legislatures** can contribute by

- Listening to mainstream and innovative educators and other stakeholders around issues related to educational policy, and seeking understanding when unaware of components of a particular initiative or effort
- Collaborating with MDE and other stakeholders to co-construct policy to support identified goals and outcomes, and seeking to ensure educational policies are aligned to meet their intended goals
- Supporting the needs of all learners within a state-wide educational system
- Collaborating with the MDE to develop legislation and appropriate funding to support Learners and Learning in Michigan's P-20 Public Educational System

***Learners*** can contribute by

- Investing time and effort in the opportunity to learn and grown
- Engaging in and taking ownership of their own learning
- Respecting the ideas and contexts of others

## Focus Area: Learner-Centered Supports

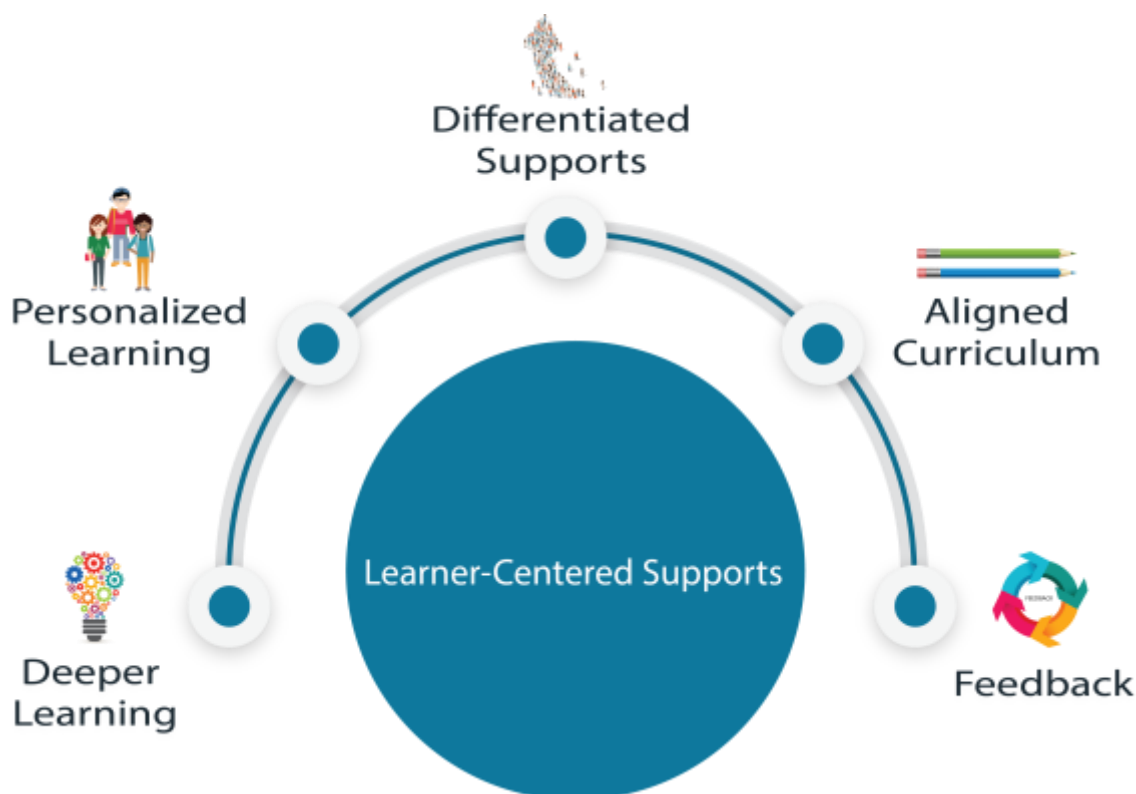
### Vision to Support Learners

Michigan aspires to become a state in which all of our graduates are prepared to be competent global citizens successful in the workforce and society. In order to attain this, all of our students will need to have equitable access to learner-centered education environments that are academically challenging and personalized. Michigan's education system will provide learning opportunities that support mastery of high level academic content and other key competencies, including creative problem solving, critical thinking, effective communication, collaboration, reflection and self-regulation. All learners will have access to highly skilled, caring educators that use multiple evidence-based practices to meet individual needs.

### Components of this Focus Area

In order to achieve this vision to support learning, the educational system will need to develop quality systems to support five key components of this learning. These are:

- Deeper Learning – learning about content and skills that go beyond recall, and focus on problem solving, critical thinking, and engagement with content on a deeper level
- Personalized Learning – learning that is individualized to the learning styles and interests of each learner
- Differentiate Supports – learning supports that acknowledge the diversity of learning needs and challenges of each learner, and provide individualized supports as needed
- Aligned Curriculum – a coherent and developmentally appropriate learning sequence that addresses quality learning standards
- Feedback (for Learning) – appropriate information for each learner that will help them adapt their learning approaches and understandings in order to improve learning outcomes.



The components were identified to work together to establish a full system that addresses the learning needs of each and every learner in Michigan. Each of these components will be defined and a plan of implementation of these efforts will be established by a collection of relevant stakeholders.

## **Learner-Centered Supports: Deeper Learning**

Aligned with Strategies 2.3, 2.4, 2.6, 2.7

### **Actions by Role (not intended to be an exhaustive list)**

In addition to aforementioned roles, the following roles can support specific initiatives around deeper learning *the Michigan Department of Education* will:

- Define and establish indicators of Deeper Learning.
- Develop a menu of evidence-based strategies, tools and educator competencies to support Deeper Learning.
- Ensure alignment of the statewide assessment system to the Deeper Learning framework

*Intermediate School Districts and professional organizations* can contribute by collaborating with MDE and ISDs to provide professional learning opportunities for leaders and teachers around deeper learning.

*Districts, schools, and early childhood providers* can contribute by:

- Providing deeper learning experiences for all children that are developmentally appropriate and aligned with curriculum and learning standards
- Educating parents to the benefits of deeper learning for students, and the ways in which parents can support their children in this learning

*School Boards* can contribute by ensuring that deeper learning efforts are transitioned into the school curriculum, and that these efforts are supported within their districts and schools.

*Parents & families* can contribute by welcoming deeper learning policies and practices as a part of the curriculum, and encouraging deeper learning activities for students outside of the school day

*Professional organizations* can contribute by transitioning professional learning efforts for educators to focus on deeper learning competencies and experiences

*Teacher Federations* can contribute by establishing model policies that support non-traditional learning and teaching environments that can be adopted locally.

*Businesses* can contribute by providing partnerships and internships for students that integrate curriculum areas, provide real-life experiences, promote communication, problem solving and creative thinking inside and outside of the school day.

*Legislatures* can contribute by recognizing the benefits of deeper learning activities, and actively supporting policies that encourage a greater transition to these types of learning experiences.

*Learners* can contribute by seeking out investigations and deeper learning opportunities that develop around their own interests, and advocate for incorporating these experiences in their learning program.

## **Learner-Centered Supports: Personalized Learning**

Aligned with Strategies 1.9, 2.1, 2.2, 2.7, 2.8, 3.2, 4.1, 5.2, 6.1

### **Actions by Role (not intended to be an exhaustive list)**

In addition to aforementioned roles, the following roles can support specific initiatives around deeper learning *the Michigan Department of Education* will:

- Identify and promote key components of a system that support personalized learning
- Seek to establish policies that provide additional flexible learning opportunities for students, and seek supports within the education system to ensure such learning opportunities are providing appropriate learning outcomes for students
- Establishing systems and model practices that encourage greater personalization of learning at the individual learner level and remove data, fiscal, and reporting structures that limit or inhibit personalized learning within the state education system.

*Intermediate School Districts* can contribute by providing professional learning and facilitation around the development and monitoring of a personalized learning system that supports each students own learning goals and data literacy.

*Districts, Schools and Early Childhood Centers* can contribute by:

- Establishing opportunities for personalized learning for learners, and developing appropriate local systems to support such practices.
- Creating a culture wherein students are supported to take ownership and advocate for their own interests and learning needs through guided goal setting.
- Promoting and providing opportunities for parents to learn about personalized learning.

*Parents & families* can contribute by co-developing and supporting their children's learning goals, and being advocates with educators and other partners to support such individualized learning

*Professional organizations* can contribute by developing and advocating for professional learning opportunities and model instruction that accommodates personalized learning needs and interests for learners.

*Institutions of Higher Education / Educator Preparation Institutions* can contribute by preparing educators to deliver personalized instruction, and to assess and collaborate with learners to provide a more individualized learning program for each learner.

*Businesses* can contribute by providing learning opportunities for students in the workplace that are aligned to their goals and interests and, potentially, as a career exploration.

*Learners* can contribute by engage in setting their goals, use data to assess progress and communicate it to others. Self-advocates for their own needs.

## **Learner-Centered Supports: Differentiated Supports**

Aligned with Strategies 2.2, 4.1, 4.2, 4.5

### **Actions by Role (not intended to be an exhaustive list)**

**The Michigan Department of Education** will:

- Provide a framework for creating effective partnerships to address the whole child through services and supports that address individual student's physiological, safety, and relational needs.
- Adopt and support a set of evidence-based core instructional practices to support strong core instruction for all learners, no matter the content area or focus (i.e. early literacy, mathematics, etc.)
- Develop a framework and models of support that assist schools, districts, child-care providers, and other institutions that provide direct learning support to learners in establishing multi-tiered systems of support to address the diverse learning needs of children
- Collaborate with other stakeholders to develop and implement policies that focus on a single, core framework for differentiated support of learner needs

**Intermediate School Districts** can contribute by collaborating with local district and other service providers to provide high quality professional learning experiences and technical support around the installation and implementation of differentiated support systems.

Districts and schools can contribute by:

- Implementing multi-tiered systems of supports to meet the academic and behavioral needs of all learners and by ensuring their teachers are utilizing evidenced-based strategies to address learning needs, no matter the content or developmental focus
- Providing high-quality core instruction of early literacy experiences and evidence-based interventions to support the needs of all learners.

**Parents & families** can contribute by partnering with schools and engaging in at-home supports and practices that further learning for their child/ren, and utilizing wrap-around services and supports that address targeted needs for students

**Institutions of Higher Education / Educator Preparation Institutions** can contribute by providing pre-service teachers with strong content and audience specific teaching experiences and knowledge based on research for best practices.

**Business and community partners** can contribute by allowing employees time to volunteer in schools and early childhood programs to support differentiated learning efforts through targeted intervention with students and by providing financial support for resources and programming that assists with supporting students that require additional learning supports.

**Legislators** can contribute by ensuring any changes to the Revised School Code are based on the most current research and implementation practice around differentiated supports, and are informed by content and pedagogy experts in state.



## **Learner-Centered Supports: Aligned Curriculum**

Aligned with Strategies 2.1, 2.4, 2.8

### **Actions by Role (not intended to be an exhaustive list)**

**The Michigan Department of Education** will:

- Provide guidance and assessments around high quality academic standards / performance expectations and learning standards for children from birth through grade 12.
- Provide guidance for schools, districts, and other learning providers around curriculum alignment and development to address state law (through Revised School Code) and career and college ready expectations and skills
- Support district and educator use of tools and guidance to support instruction based on research and evidence-based practices that achieve desired student outcomes.

**Intermediate School Districts** can contribute by providing targeted, content specific and standard aligned professional learning opportunities to district curriculum leaders and educators to support local implementation of learning standards.

Districts and schools can contribute by:

- Committing time, planning and support necessary to develop and align curriculum
- Implementing instructional review processes through instructional rounds, professional learning communities, surveys of enacted curriculum, and reviews of student artifacts to ensure that students are achieving learning outcomes and that instructional outcomes are consistent and meeting standards for all students
- Reviewing outcome data and feedback from learners to ensure their utilization of the curriculum actually leads students to mastery.

**School Boards** can contribute by ensuring district budgets support ongoing curriculum development and refinement efforts in ways that are sustainable and support development of additional capacity to address these issues.

**Parents & families** can contribute by:

- Actively participating in school improvement and other academic working committees that review curriculum and instructional practices
- Asking questions of district and school educators about student learning expectations, classroom activities, and instructional practices when connections to adopted standards are unclear.

**Professional organizations** can contribute by developing methods to build educational leaders' competencies to ensure that all enacted curricula align to adopted standards

**Institutions of Higher Education** that authorize charter schools can contribute by requiring those public school academies to maintain fully aligned curriculum for all content areas and grade levels, and holding schools and service providers accountable to implement effectively.

**Educator Preparation Institutions** can contribute by providing learning opportunities that ensure pre-service candidates have the competencies to analyze lessons for alignment to standards and learning objectives, and to provide specialized expertise to educational leaders around curriculum development and alignment.

**The Legislature** can contribute by supporting the State Board of Education in selecting and adopting standards, and allocating resources to support the implementation of those standards and of any curriculum considerations of Revised School Code.

## Learner-Centered Supports: Feedback

Aligned with Strategies 2.5

### Actions by Role (not intended to be an exhaustive list)

*The Michigan Department of Education* will:

- Provide a Feedback for Learning Framework and relevant guidance and supports for implementation developed with stakeholder partners.
- Co-construct professional learning opportunities to support feedback that emphasizes teacher-to-student, student-to-student, teacher-to-teacher and administrator to teacher feedback for continuous learning
- Developing tools to support the analysis and review of existing feedback mechanisms for learners and educators at all levels within the education system, and suggest targeted actions or supports to better align feedback to the Feedback for Learning Framework.

*Intermediate School Districts, Districts, Schools, and Early-Childhood Centers* can contribute by:

- Creating and sustaining a culture of feedback for continuous improvement
- Establishing professional learning practices that utilize the Feedback for Learning Framework, and leveraging these efforts for individualized professional learning, support of personalized student learning, and use in other appropriate venues
- Creating feedback systems for students and parents that provide higher-quality feedback for learning in all facets of student work, including grading and progress monitoring.

*Parents & families* can contribute by seeking greater clarity and understanding of supports they can provide to learners through feedback.

*Professional organizations* can, in partnership with MDE, contribute by developing learning modules and providing professional learning around feedback for learning.

*Educator Preparation Institutions* can contribute by teaching typologies of feedback and incorporating the Feedback for Learning Framework into development of educator competencies to support student learning.

*Learners* can contribute by seeking action-oriented feedback that supports greater learning, and advocating for high-quality feedback that will lead to greater learning (and that removes punitive feedback that does little to support the learning process).



## Focus Area: Effective Education Workforce

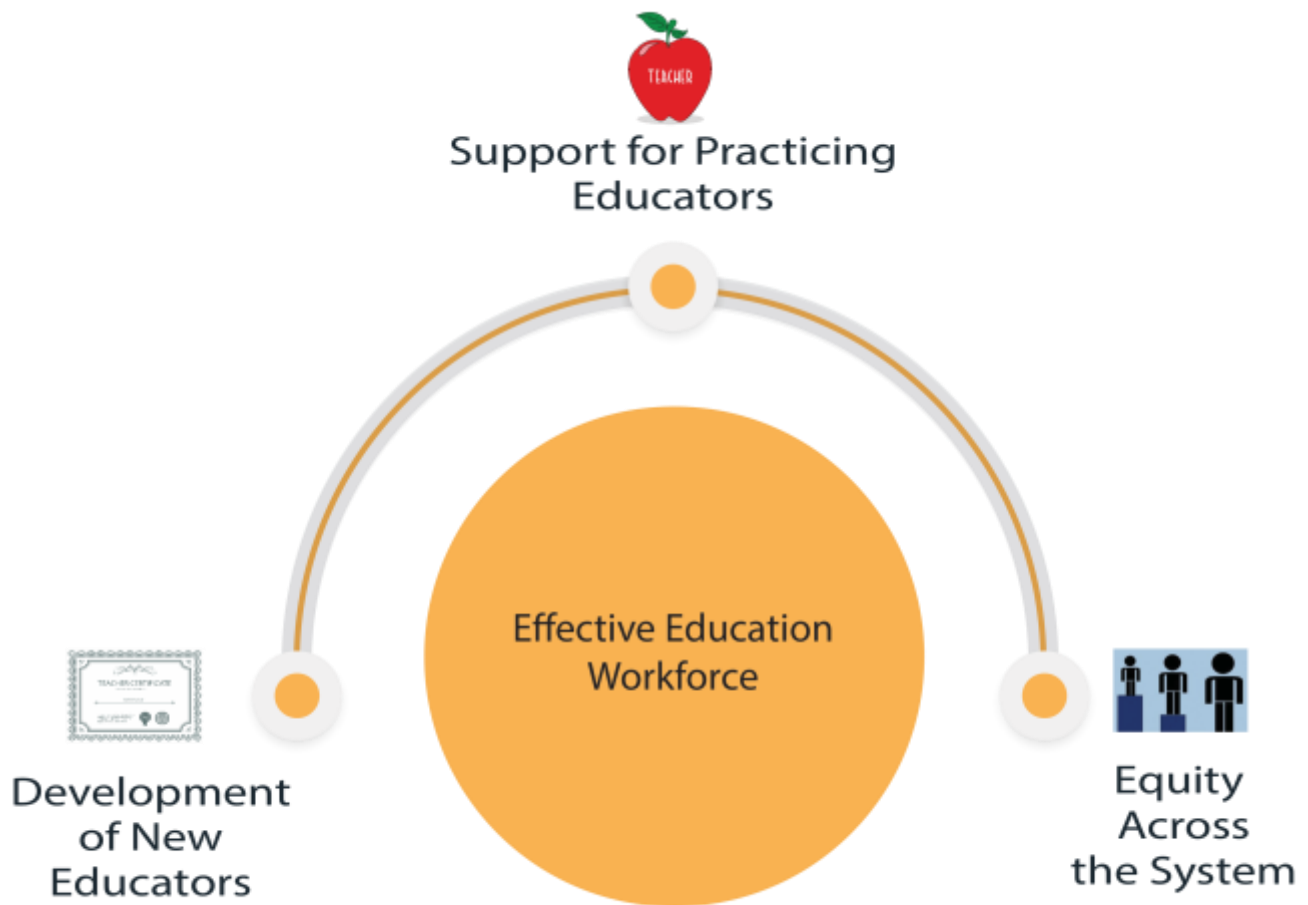
### Vision to Support Educators

Michigan desires to ensure that all learners have equitable access to excellent educators. Within this context, “educators” is an inclusive term that refers to all staff who deliver, lead, and support instruction for students from early childhood through high school. All educators will be honored, supported and offered opportunities to learn and excel in their profession to meet the needs of the learners and communities they serve. Early career educators will be encouraged, supported and prepared for their profession. All educators will be provided the time, space, and encouragement to collaborate with one another to benefit from the professional expertise of their colleagues. All educators will receive quality feedback to support continuous improvement at all levels of the education system.

### Components of this Focus Area

In order to achieve this vision of an effective education workforce, Michigan’s educator preparation and support system will need to address three key components in this area. These are:

- Development of New Educators – the ongoing efforts to develop the educator pipeline to ensure that quality individuals are entering the profession, and that they are developing the appropriate competencies to support their practice in the field
- Support for Practicing Educators – the recognition that the role of educator is a learning role that is constantly developed and improved over time with experience and professional learning opportunities to support every educator
- Equity Across the System – the need to ensure that all learners have equal access to quality educators, and that educators need appropriate support, resources, and work environments to appropriately teach their students



The components were identified to work together to establish a full system that addresses the support needs of each and every educator and school in Michigan. Each of these components will be defined and a plan of implementation of these efforts will be established by a collection of relevant stakeholders.

## Effective Education Workforce: Development of New Educators and Leaders

Aligned with Strategies 2.5, 2.8, 3.1, 3.2, 3.3, 3.4

### Actions by Role (not intended to be an exhaustive list)

**The Michigan Department of Education** will:

- Co-construct the design, implementation, and refinement of a feedback framework for learning that is inclusive of systems for determining progress and providing support for continuous improvement.
- Co-construct a model system of training and induction for educators based on measures of effective teaching and leading.

**Intermediate School Districts can contribute** by:

- Engaging with districts and schools to develop and implement strong training and induction programs based on measures of effective teaching and leading.
- Coordinating regional implementation hubs for professional learning for new educators and mentor educators.

**Districts and schools can contribute** by:

- Providing high-quality placements for pre-service educators.
- Assigning beginning educators to classroom assignments that allow for appropriate learning and instructional support to ensure quality practices.
- Providing high-quality mentors for beginning educators.
- Engaging with the MDE to co-construct a model system of training and induction for educators based on measures of effective teaching and leading.
- Collaborating with Educator Preparation Programs to develop strong partnerships to meet local educator workforce needs.

**School Boards** can contribute by negotiating contract language that recognizes and rewards differentiated roles for educators in developing and supporting new educators.

**Families, Communities and Public Agencies, and Businesses** can contribute by honoring, supporting, and collaborating with educators to ensure both are supporting learning needs.

**Professional organizations** can contribute by acting as a collaborative partner to the MDE, districts, and schools to coordinate and supplement opportunities for the professional learning of new and mentor educators.

**Teacher Federations** can contribute by:

- Negotiating contract language that recognizes and rewards differentiated roles for educators in developing and supporting new educators.
- Partnering with the MDE, districts, and schools to coordinate and supplement opportunities for the professional learning of new and mentor educators.

**Educator Preparation Programs** can contribute by engaging with the MDE to co-construct a model system of training and induction for educators based on measures of effective teaching and leading.

**The Legislature** can contribute by:

- Collaborating with the MDE, districts, schools, educators, and citizens to develop comprehensive educational policy around teacher pipeline and preparation to establish programs and allocate resources in support of the development of new educators.
- Working with the MDE and other stakeholders to clarify considerations for educator preparation, and develop appropriate mechanisms to support the partnerships with educator preparation programs and other stakeholders in the field.

**Learners** can contribute their voices to the conceptualization of effective teaching and leadership in education.

## Effective Education Workforce: Support for Practicing Educators and Leaders

Aligned with Strategies 2.5, 2.8, 3.1, 3.2, 3.3, 3.4, 3.5

### Actions by Role (not intended to be an exhaustive list)

The Michigan Department of Education will:

- Co-construct the design, implementation, and refinement of a feedback framework for learning that is inclusive of systems for determining progress and providing support for continuous improvement.
- Co-construct a comprehensive plan that includes statewide deployment of high-quality, coordinated professional learning around identified priorities.
- Develop, consider, and implement policies based on their efficacy in honoring, supporting, and developing educators.

**Intermediate School Districts** can contribute by acting as regional implementation hubs for professional learning for educators throughout their careers..

Districts and Schools can contribute by:

- Using the educator evaluation process as a powerful tool for individualized feedback and professional learning.
- Providing educators with the time, resources, and support necessary to continuously improve teaching, learning, and leadership.

**School Boards** can contribute by negotiating contract language that recognizes and rewards differentiated roles for educators in developing and supporting continuous professional learning for educators within the district.

**Families** can contribute by honoring, supporting, and collaborating with educators and providing constructive feedback to educators on the quality and impact of instruction on their children.

**Teacher Federations** can contribute by negotiating contract language that recognizes and rewards differentiated roles for educators in developing and supporting continuous professional learning for educators within the district.

**Educator Preparation Programs** can contribute by engaging with local districts to develop strong partnerships to meet local educator workforce and professional learning needs.

**Community and public agencies and Businesses** can contribute by honoring, supporting, and collaborating with educators to continuously improve public education in the community.

**The Legislature** can contribute by partnering with the MDE, districts, schools, educators, and citizens to develop comprehensive plans to establish programs and allocate resources in support of the ongoing development of educators.

**Learners** can contribute by providing feedback to educators on the quality and impact of instruction they receive.

## Effective Education Workforce: Equity across the System

Aligned with Strategies 3.3, 3.4, 3.5

### Actions by Role (not intended to be an exhaustive list)

*The Michigan Department of Education* will:

- Conduct strategic research to identify shortages in the educator workforce, formulate concrete plans to address identified shortages, and craft policies and programs to support implementation of the developed plans.
- Define research-based dispositions and cultural competencies necessary for educators to be successful in supporting diverse students in achieving equitable outcomes.

*Intermediate School Districts, Educator Preparation Programs, and Professional Organizations* can contribute by:

- Partnering with the MDE to develop and deliver professional learning programs to support educators in areas of high need.

*Intermediate School Districts, Educator Preparation Programs, and Professional organizations* can contribute by participating in strategic research, planning, and implementation efforts to mitigate educator shortages with the MDE.

*Educator Preparation Programs* can contribute by engaging with local districts to develop strong partnerships to meet local educator workforce needs.

*School Boards, Districts, and Schools* can contribute by recruiting and hiring educators with demonstrated dispositions and cultural competency.

*Families* can contribute by:

- Providing feedback to educators on the quality and impact of instruction on their children.
- Partnering with districts and schools to cultivate educators' understanding and appreciation of the communities they serve.

*Teacher Federations* can contribute by acting as a collaborative partner to the MDE, districts, and schools to coordinate and supplement opportunities for the professional learning of educators.

*Community & public agencies* can contribute by partnering with schools and districts to align services and supports for learners and their families.

*Legislature* can contribute by allocating resources to districts and schools in a manner that promotes equitable opportunities for learners by ensuring that students and teachers who need more supports receive more resources.



## Focus Area: Strategic Partnerships

“Coming together is a beginning. Keeping together is progress. Working together is success. If everyone is moving forward together, then success takes care of itself.”  
– Henry Ford

### Vision to Support Learning and Learners

Michigan believes that strategic partnerships improve learner outcomes. Educating learners is the work and joy of many, providing experiences and relationships within varied learning environments. Strong partnerships happen when all partners are authentically engaged and hold a shared commitment around identified needs. Clear intentions and defined outcomes also ensure that learners receive the greatest benefits from the partnerships.

### Components of this Focus Area

In order to achieve this vision for establishing strategic partnerships to support Michigan’s learners, the state of Michigan and the various stakeholders in our education system will need to address four key partnership efforts. These are:

- Parent, Family, and Community Services – collaborations with those individuals and organizations that support the whole child and learner
- District Partnerships – partnerships with school districts to support challenges in implementing efforts to fidelity and to learn how to better support these districts
- Postsecondary / Higher Education Access – partnerships with those institutions that support educator development and are the next transitional stage in learning for those leaving the PK-12 systems, and
- Workforce Preparation – partnerships to support the transition for learners from the classroom to the workplace





The components were identified to work together to establish a full system that addresses the collaborative efforts of the various stakeholder groups and organizations in Michigan. Each of these component areas will be defined and a plan of implementation of these efforts will be established by a collection of relevant stakeholders.

## Strategic Partnerships: Parent, Family, & Community Services

Aligned with Strategies 5.1, 5.2, 5.3, 5.4, 5.5

### Actions by Role (not intended to be an exhaustive list)

**The Michigan Department of Education** will:

- Convene partners to identify & review existing evidence-informed resources that encourage and promote meaningful, authentic engagement with parents and families.
- Develop a common framework and language for parent, family, and community engagement that can be applied to various programs and policy requirements.
- Develop communications and feedback mechanisms that specifically focus on parent and family engagement and support around family and

**Intermediate School Districts** can contribute by working with local school districts and early childcare centers to provide parent information to support home-based learning practices and to prepare families for transitions through the education system in their region.

**Districts** and schools can contribute by:

- Holding community conversations, learning forums and workshops with parents/families to promote active parent and family engagement.
- Implementing a range of communication and feedback mechanisms for parents and community members in order to reduce barriers to engagement
- Developing parent and family specific information about the content and support tools provided to students in each of their classes or learning opportunities.

**School Boards** can contribute by developing strong communications efforts within their community to encourage better understanding of local education issues and provide greater feedback for local district governance.

**Parents & families** can contribute by establishing positive, proactive communications with educators and districts about programs and activities and learning progress for their children.

**Professional organizations** can contribute by developing communications tools for content specific educators to use to inform parents and community members about educational standards, instruction, desired learning outcomes, and professional career opportunities in their specific field of interest.

**Community & public agencies and Businesses** can contribute by reaching out to districts and schools to explore and implement partnership opportunities that support parent and family engagement efforts.

**Learners** can contribute by utilizing district or educator designed practices to engage parents and family in learning activities that illustrate the focus and progress of each learner.

## Strategic Partnerships: District Partnerships

Aligned with Strategies 4.1, 4.4, 5.3

### **Actions by Role (not intended to be an exhaustive list)**

**Michigan Department of Education** will:

- Co-construct and implement a partnership model framework and protocols to provide districts with supports where additional partnerships could bolster academic and fiscal outcomes.
- Collaborate with partnership districts to provide individualized targeted supports and situational problem solving to address implementation needs

**Intermediate School Districts, School Boards, community & public agencies, and Parents & families** can contribute by joining in the identified partnership to explore and provide intentional, individualized supports.

**Districts** that enter into a Partnership Model can contribute by:

- Identifying existing and potential partners within their contexts that can support design and implementation activities around the district's identified improvement plan
- Bringing all stakeholder groups within the district into the partnership to co-collaborate on resolving operational issues related to district turnaround and system-building
- Providing critical feedback on the implementation of the partnership in order to identify potential areas of improvement, and to advocate for local district needs in collaborative work with the MDE and regional partners in this work.
- Documenting progress and barriers to implementation that could be improved through public policy initiatives or focused activities with partner organizations, so that the district and the MDE can learn from these experiences

**Districts** that do not enter into a Partnership Model can contribute by:

- Collaborate with MDE and partnership districts to provide mentorship or guidance and contribute ideas to best practice collections.
- Collaborate with partnership districts on issues around inter-district issues, such as schools of choice, transportation, or other possible collaborations.

**Professional organizations** can contribute by:

- Meeting regularly with the partnership district team to help identify needs and strengths and opportunities to support these districts with expertise and support resources
- Collaborating with districts to identify resources or services the district needs; and to provide the kind of services that are necessary, potentially at low/no-cost.
- Supporting the partnership model with their lobbyists in the legislature, as all of the professional organizations employ and leverage substantial lobbying resources.

**Teacher Federations** can contribute by:

- Seeking opportunities to innovate and be flexible in order to ensure full and appropriate staffing in these districts.
- Collaborate with higher education institutions (and the district) to help develop solutions that puts well-trained educators in positions and keeps them there.

**Institutions of Higher Education / Educator Preparation Programs** can contribute by:

- Partnering with the partnership districts to ensure continuity between educator preparation and K-12 placements.
- Partnering with the MDE and the forthcoming Michigan research and data collaborative (official name TBD) to provide ongoing research into the effectiveness of strategies being leveraged in the partnership districts

**Businesses** can contribute by:

- Investing in local districts, in order to develop the talent pipeline necessary to provide high quality employees in the future.
- Providing advisory support to districts around operational/business practices and innovation in order to identify new solutions for district challenges
- Collaborate with community foundations as well to make strategic investments into the partnership districts

**Legislators** can contribute by:

- Appropriating supplemental funding for districts and schools in need of comprehensive supports, and allowing appropriate time for interventions to reach fidelity in districts
- Seeking to understand districts needs for strategic, integrated supports in lieu of simplistic programs or compliance oriented policies
- Aligning legislation around district and school accountability, charter authorizer accountability, district intervention, and other related activities to the partnership efforts with identified school districts

## Strategic Partnerships: Post-Secondary / Higher Education Access

Aligned with Strategies 1.3, 6.2, 6.3, 6.5, 6.6

### **Actions by Role (not intended to be an exhaustive list)**

**Michigan Department of Education** will expand the number of statewide articulation agreements with community colleges and four-year institutions to provide postsecondary credit for advanced high school coursework in CTE.

**Michigan Department of Education** will provide technical assistance to schools to increase the amount of Early/Middle College programs being offered statewide.

**Michigan Department of Education** will advocate for additional funding to work closely with counselors and the Michigan College Access Network to implement a career readiness system in local districts.

**Michigan Department of Education** will provide information and promote options other than four year degree opportunities for students.

**Intermediate School Districts and districts** can contribute by reaching out to local community colleges, universities and other training providers to establish partnerships and programming.

**Schools** can contribute by promoting dual enrollment initiatives, and;

- allowing flexibility in schedules;
- providing transportation;
- providing physical space for dual/concurrent enrollment programs.

**School Boards** can contribute by supporting leaders who develop and maintain strong partnerships to provide options for students, and;

- reserving a portion of their annual budget to support access to higher education;
- using their personal and business networks to engage the community in promoting higher education options.

**Parents & families** can contribute by taking an active role in the career development of their children, and;

- participating in out of school career development activities
- remaining open to all career and college options their children may be interested in pursuing;
- actively supporting children's goals/aspirations to higher education and careers.

**Professional organizations** can contribute by sharing information on careers and educational requirements and why additional education/training is important, and;

- contacting schools and volunteer as needed;
- offering scholarship opportunities;
- participating in mentoring of students.

**Teacher Federations** can contribute by encouraging students to take advantage of all the options that are available to them in careers and college.

**Institutions of Higher Education** can contribute by reaching out to local school districts to establish partnerships and programming.

**Community & public agencies** can contribute by becoming a convener of local partners, and;

- offering scholarships;
- collaborating with Michigan Works! agencies.

**Businesses** can contribute by mentoring students, and;

- providing scholarships;
- providing informational tours to students, teachers and counselors;
- offering externships to teachers.

**Legislators** can contribute by providing additional financial aid to students and supporting parent/family education and training.

**Learners** can contribute by learning about and taking advantage of all the opportunities and options that are available, and;

- making a commitment to their own planning for the future.

## Strategic Partnerships: Workforce Preparation

Aligned with Strategies 1.3, 6.2, 6.3, 6.5, 6.6

### Actions by Role (not intended to be an exhaustive list)

**Michigan Department of Education** will coordinate with the Workforce Development Agency to increase internships and work-based experiences for high school students.

**Michigan Department of Education** will establish a consortium of postsecondary and career and technical training entities to identify workforce needs throughout the state and co-construct a plan to address identified workforce needs.

**Michigan Department of Education** will support the recommendations from the Governor's Talent Investment Board and collaborate with the Workforce Development Agency to implement the suggestions.

**Intermediate School Districts, districts, and schools** will provide opportunities for community businesses to work with them around possible programming specific to identified workforce needs.

**School Boards** can contribute by supporting programs and activities to educate children on careers and future job openings, and;

- proving funding in school budgets to support career awareness, career exploration and career development;
- using personal and business networks to engage school district personnel and students in learning more about local business and industry.

**Parents & families** can contribute by taking an active interest in the career development of their children, and;

- remaining open to all the options for careers and postsecondary education available that students would like to explore;
- supporting children's goals and aspirations beyond high school.

**Professional organizations** can contribute by sharing information on careers and higher education, and;

- contacting schools and volunteer for career development activities as needed;
- provide scholarships and mentoring.

**Teacher Federations** can contribute by supporting creative programming.

**Institutions of Higher Education** can contribute by partnering with schools to offer innovative programming.

**Community & public agencies** can contribute by establishing and strengthening partnerships to align initiatives in the local community.

**Businesses** can contribute by establishing partnerships with schools to address the identified workforce needs to engage with the school community and increase student success.

**Legislatures** can contribute by contributing to laws that honor all career choices.

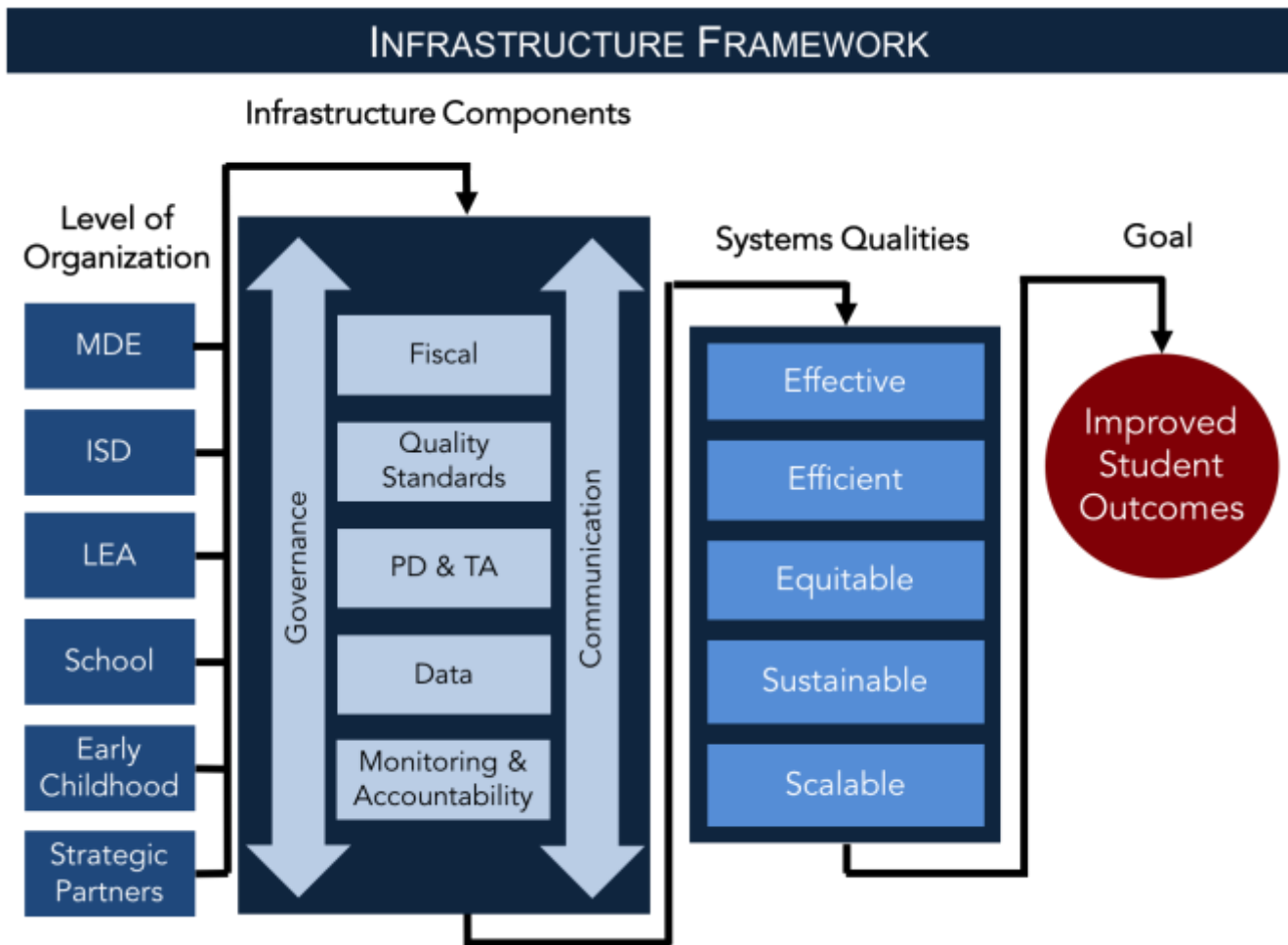
**Learners** can contribute by taking responsibility for learning about job requirements, job openings and taking advantage of activities and resources to learn about potential future careers.



Focus Area: Systemic Infrastructure

### Vision for Systemic Infrastructure

Michigan believes effective systems are contingent on a cohesive, coherent, and aligned infrastructure. In order to be an effective and efficient system, alignment is necessary across the education arena from the Michigan Department of Education into all levels of the learning organization. Infrastructure components must be addressed to bring forth initiatives that will be sustainable and scalable to improve student outcomes.



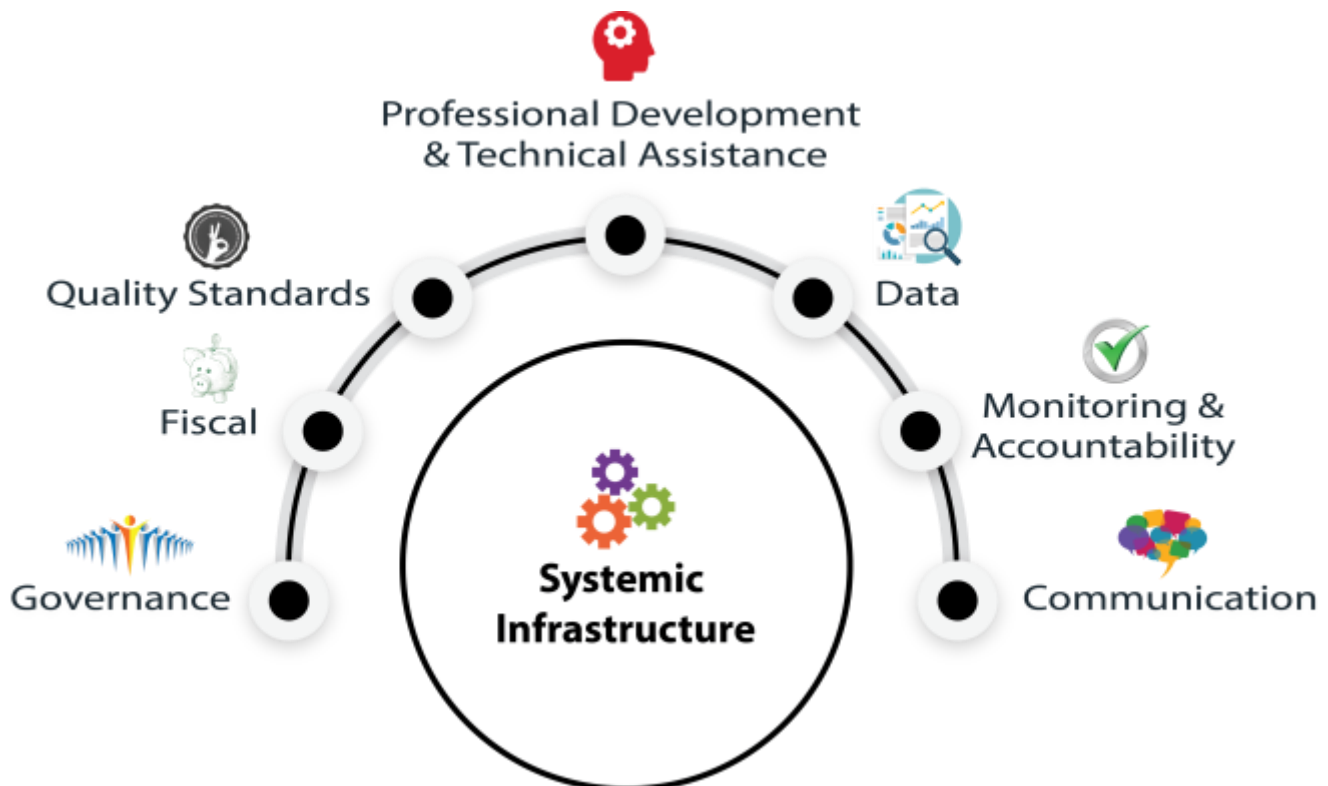


## Components of this Focus Area

During the analysis of goals and strategies of the Top 10 plan, a root cause analysis was conducted to identify the strategies that would have the most traction in supporting the implementation of other strategies. This analysis found that the effort that would have the greatest impact in allowing other strategies to achieve their goals was the development of a strong systemic infrastructure within the Michigan Department of Education, and in its collaboration and partnership with other organizations in the system.

In order to achieve the vision for establishing a strong strategic infrastructure that will support the other focus areas of this plan, the Michigan Department of Education and collaborative partners in our education system will need to address seven key components of the infrastructure. These are:

- Governance – establishing set protocols and decision-making practices that are based on data and other relevant information, and aligned with other initiatives
- Fiscal – determination of appropriate allocation of resources to address priority needs, and management of financial resources to support appropriate implementation efforts
- Quality Standards – establishment of a set of core expectations around practices and processes that support desired outcomes within the system
- Professional Development and Technical Assistance – recognition that a key role of the state education agency is to support learning and program implementation in ways that meet the desired learning outcomes for students
- Data – use of relevant information and data to make informed decisions
- Monitoring and Accountability – the review of program implementation in the field, and application of expectations with consequences when people or organizations within the education system are not addressing expected outcomes or practices
- Communication – the sharing of relevant data and information to ensure consistent messages and practices within the system, and to ensure that all parties are aware of necessary actions to move forward.



The components were identified to work together to establish a full central infrastructure for Michigan's education system, and specifically for the MDE. Each of these infrastructure component areas will be defined and a plan of implementation of these efforts will be established by a collection of relevant stakeholders.

## Systemic Infrastructure: Governance

### Actions by Role (not intended to be an exhaustive list)

#### Michigan Department of Education will:

- Leverage existing structures and organizations, including Intermediate School Districts, districts, schools, early childhood centers, and professional educational organizations to improve outcomes for all learners.
- Promote an culture that encourages customer service and collaboration with all stakeholders through the inclusion of stakeholders in major governance decisions and other efforts to seek stakeholder feedback to design policies and practices.
- Agree to a common set of data and governance protocols by which decisions are made.
- Establish a cohesive system for how decisions are made about how programs developed and implemented
- All other stakeholder roles can contribute by providing information and feedback to MDE around decisions and decision-making practices.

## Systemic Infrastructure: Fiscal Systems

### **Michigan Department of Education will:**

- Design federal and state funding programs in ways that will directly support implementation of the various strategies and focus area components of the Top 10 in 10 strategy plan.
- Seek opportunities to advocate for fiscal support for programs and strategies that require significant capital or operational support to be implemented with fidelity.
- Reorganize internal structures to better accommodate the various fiscal review functions and grant oversight they are tasked with in state and federal funding programs.
- Develop and improve fiscal processing protocols and systems to reduce data reporting and other burdensome reporting practices
- Provide guidance to school districts and other organizations around best practices for budgeting, financial and fiscal management, and appropriate use of program funding.

Other stakeholders will be engaged by MDE to provide feedback and relevant information on practices to support ongoing fiscal management and reporting.

## Systemic Infrastructure: Quality Standards

### **Michigan Department of Education will:**

- Determine processes to define OR define quality standards that will be applied consistently by the state agency/divisions/offices to ensure support for ISDs and districts.
- Define requirements, specifications, guidelines, and characteristics that are used consistently to ensure that processes and services meet documented/established expectations, are aligned with best practice, and meet the needs of the system to support learning and learners.  
Convey the quality standards to ISDs and districts to help inform decisions to improve learner outcomes. Co-construct quality standards in support of learners and learning.

**Other stakeholders** will be engaged by MDE to help design and implement quality standards around practices and student outcomes to ensure that the standards of practice and learning expectations are of high quality, and are driving outcomes.

## Systemic Infrastructure: Professional Development and Technical Assistance

### **Michigan Department of Education will:**

- Build/strengthen capacity of Michigan's educational infrastructure to provide support to districts and other stakeholder organizations
- Develop a set of models and policies to support large scale technical assistance efforts to support initiation and implementation strategies around different initiatives
- Develop a set of models and policies to support job embedded professional learning that address Michigan's professional learning standards and are designed to support large scale implementation of complex practices (including instructional practice, systems development, etc.).
- Establish system of differentiated support based on unique needs of districts.
- Provide support to local entities that is based on data, aligned to the unique needs of districts.

### **Intermediate School Districts, Districts and schools, and Educator Preparation Programs can contribute by:**

- Utilizing models of professional learning provided by MDE, and co-constructing professional learning policies and practices to support implementation of various initiatives in the field
- Utilizing professional learning standards in the design and implementation of locally provided professional learning
- Provide feedback and suggestions on professional learning and technical assistance efforts from MDE to support improvement in delivery of initiatives or programs requiring this support.

***Districts and schools*** can contribute by applying the structured professional learning resources and technical assistance tools in district and school provided professional learning efforts and school improvement initiatives for educators and other stakeholders.

***Institutions of Higher Education / Educator Preparation Institutions*** can contribute by developing research practices that investigate the real impacts of professional learning practices and policies on educational outcomes for learners.

## Systemic Infrastructure: Data

### **Michigan Department of Education will:**

- Develop a set of supports focusing on data literacy and relevant data use with respect to Michigan's school data resources (including miSchoolData.org and related tools).
- Collaboration with state agencies, ISD consortium data hubs, higher education institutions, and other organizations that house and maintain educator and learner data to ensure that all stakeholders have access to relevant data resources to make appropriate decisions regarding their work
- Develop a centralized research and data infrastructure to support the use of data to support governance and planning decisions, and to inform policy decisions both prior to adoption and during implementation
- Collaborate with a variety of stakeholders who engage in data reviews and research to develop and implement an ongoing research agenda regarding the various strategies and goals of the Top 10 strategy plan, and of related major initiatives
- Seek new opportunities to engage in targeted research and data analysis to support guidance directed to specific partners to support and inform their actions.

### **Intermediate School Districts can contribute by:**

- Establishing data sharing and analysis agreements within the regional data hubs as a way of developing the next generation data infrastructure to support local and regional analysis and decision-making
- Collaborate with MDE and local schools and districts to establish common data analysis protocols and policies to inform decisions, and coaching local educators to utilize these practices to make informed decisions.

### **Districts and schools can contribute by:**

- Implementing data analyses and review protocols as standard practices to support both large scale reforms through school and district improvement frameworks, and small scale systems and instructional improvement efforts
- Working with community members, parents, and families to better understand the data that is used in school and classroom decisions, and addressing misinformation that is generated around selective or inappropriate data use.

***Institutions of Higher Education / Educator Preparation Institutions*** can contribute by participating in collaborative partnerships and data sharing agreements to support appropriate data use and research that will inform decision-making and implementation efforts around the Top 10 in 10 Strategy Plan.

***Legislatures*** can contribute by collaborating with the MDE and other stakeholders in the education community to better understand relevant data and outcomes considerations for educational policies that are guided or implemented based on targeted outcome or operational data.

## Systemic Infrastructure: Monitoring and Accountability

### **Michigan Department of Education will:**

- Develop a positive system of monitoring and accountability with respect to state and federal programs to ensure that programming is serving the needs and mission of the program, and that individuals and organizations within the education system have support to implement positive change while remaining accountable for effective and legal implementation of programs.
- Seek to establish systems that ensure consistency within the monitoring process that are not dependent on the individual or organization engaged in monitoring, but are systemic and universally applied throughout the state
- Create data reporting mechanisms within the monitoring and accountability efforts to ensure that programs are having the desired effect, and that the state can utilize implementation information from monitoring to ensure that any barriers to achieving the objectives of a particular program or initiative are addressed.
- Develop an ongoing review group to examine monitoring practices and outcomes to ensure that processes are appropriate and that the broader monitoring process is engaged in continuous improvement.

***Intermediate School Districts*** can contribute by supporting the relevant monitoring practices at the regional and local level where appropriate, especially in situations when the ISD is responsible to monitor activities related to sub-grants provided for state and federal programs.



## Systemic Infrastructure: Communication

### **Michigan Department of Education** will:

- Develop and implement a comprehensive communication system that promotes consistent, accurate internal and external messaging to all stakeholder groups
- Engage in ongoing dialogue with all stakeholders, and will establishing a stakeholder engagement system to ensure efficiency and consistent messaging around policies and practices
- Develop a “Promising Practices” website to share research and evidence-based innovations and educational practices that have demonstrated success in Michigan schools and classrooms
- Further establish a culture of customer service to support the needs and questions of any stakeholders in the education community
- Develop additional venues for communication to stakeholders, as well as within the education infrastructure to ensure that messages are reaching the widest audience possible in ways that allow information sharing and dialogue throughout the system.

**Intermediate School Districts** can contribute by collaborating with the MDE to ensure that messaging that is addressed at the local and regional level is aligned with statewide messaging, and to ensure that communication throughout the state education infrastructure is fostered at the local and regional level.

**All Education Stakeholders** can contribute by engaging in ongoing communication throughout the education system, and suggesting strategies for improvement and efficiency within the system.

## Measuring Progress

In order to better gauge Michigan's education system, progress will be assessed in six broad areas, utilizing multiple comparative measures to benchmark progress. Just as a learner's knowledge and skills should not be measured by a single assessment, the strength of our education system cannot be boiled down to a single score or rating.



These areas, Michigan's six "E's" to evaluate progress, will use multiple normed, benchmarked, and progress monitoring metrics to gauge progress. Within each area, a range of metrics will illustrate progress relative to other states. These metrics can also be used by more focused initiatives to progress monitor their implementation on an ongoing basis.

## Acknowledgements

We would like to thank the thousands of respondents that provided feedback and suggestions for the development of the initial Goals and Strategies of the Top 10 effort that were adopted by the State Board of Education in February 2016. We would also like to thank those individuals who participated in any of our various stakeholder meetings since that time to further refine and organize the strategies into the Focus Areas, and actionable items by stakeholder groups.

We would specifically like to thank the review team for their assistance in analyzing and prioritizing the strategies to develop the conceptual structure of the Focus Areas.

## Contact Information

If you would like more information about Michigan's "Top 10 in 10" Strategic Plan, or any of the efforts related to making Michigan a premier education state, you can visit the [MDE "Top 10 in 10" Website](http://mi.gov/top10in10) at:  
<http://mi.gov/top10in10>

You can contact an official who is involved in the design and implementation of the Top 10 in 10 efforts via email at [top10@michigan.gov](mailto:top10@michigan.gov).